

PUBLIC EDUCATION



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A Friendly Christmas

Church, Community, Home and School Unite in Festival of Peace and Goodwill

By LESTER K. ADE
Superintendent of Public Instruction

CHRISTMAS has become universally recognized throughout the Christian world as a day of peace and goodwill and an occasion of much significance to pupils, parents and teachers in their relation to the public schools of the Commonwealth. It is both a Holy Day and a holiday, for on this feast we celebrate the birth of Christ as well as the seasonal practices of many peoples.

Somewhat more than 2000 years ago there was ushered into the world a new era which changed the attitude of people toward life and toward each other. It was Christ's genius to take what was good in man and mould it into higher uses. The birth of this Good Neighbor of mankind, celebrated each Christmas by an increased fervor of devotion in our shrines of worship, constitutes the religious significance of the season.

The social aspect of Christmas with its pomp and merriment, red and green holly, frost-trimmed fir trees, carols and choir boys, is characterized by a spirit of cheer and greeting which draws friends and families closer together. According to the legend "The sun leaped in the heavens, and stars around it stood" when the Christ Child was born. Christmas in reality engenders a strange and subtle force—a spirit of genial goodwill and newborn kindness which seems to animate child and man alike when the world pays tribute to the Great Giver of Gifts. In this joyous season the old greet the young, the great greet the small, and the rich greet the poor—for all mankind is united in a common equality and brotherhood on this holiday. The Christmas spirit softens skepticism, inbues man with a simple faith in humanity, and creates a love and generosity which begets the highest good in life. This feeling of universal brotherhood which is the essence of our democracy, extends not only among the people of the nation, but of all nations—uniting them in a great sympathy of peace and goodwill.

The same strong spirit draws closer together the Education Family of parents, teachers and children. On this most prized of all celebrations, the millions of people engaged in the cause of public education become oblivious of moments of misunderstanding and conflict and join wholeheartedly in the common purpose of helping humanity to reach a higher level and a brighter way of living. Christmas for us takes on a shining significance, for we not only enjoy the delights of the happy season, but we contribute to a greater and more substantial enjoyment by our renewed resolution for the continuous and unselfish service of mankind. It is this spirit of Christmas which makes us lastingly happy.

*"It is not the weight of jewel or plate,
Or the fondle of silk or fur,
'Tis the spirit in which the gift is rich
As those of the wise men were,
And we are not told whose gift was gold,
And whose was the gift of myrrh."*

Education Congress Considers Problems in the Improvement of Teaching

Six Salient Aspects of Professional Preparation Discussed in Round Table Conference

(SUMMARY OF PANEL DISCUSSION)

HENRY W. KLOOWER
Director Teacher Education Division

INTRODUCTORY

In the judgment of the committee appointed to summarize the contribution of both the panel and the members of the audience to the discussion of the general theme "Problems in the Improvement of Teaching," the following statements and points of view were expressed. The discussion centered around three definite trends: First, What should be expected of a good teacher? Second, What are the essentials of a good teacher? Third, What are the essentials of good in-service teacher education?

GROWING PERSONALITY AND BROAD OUTLOOK

Considerable emphasis was given to the need for the development of a broader outlook on the part of teachers. These outlooks should be developed in addition to the traditional forms of higher education expected of all teachers. It was the general feeling that travel should be encouraged and that extensive contacts with people of affairs should be a part of every teacher's experience. The need for extensive reading in fields other than professional and technical subjects should be required of teachers. There was a general judgment that effective education of the teacher must involve something more than the mere acquisition and mastery of techniques. The development of the personality of the teacher must be given major emphasis in any effective teacher education program. In addition to the professional education of the teacher there should be a development of personality and every teacher education institution approved for this purpose must be made conscious of this very important factor.

Emphasis was placed on defining the "teaching profession." Teachers must have professional outlooks, broad in character and expressive of the loyalty which is due

(Continued on page 11)

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LESTER K. ADE, Superintendent of Public Instruction, Chairman of the State Council of Education, and of the Board of Presidents of State Teachers Colleges

GERALD D. WHITNEY, Deputy Superintendent

CLARENCE E. ACKLEY, Director, Bureau of School Administration and Finance

PAUL L. CRESSMAN, Director, Bureau of Instruction

JAMES A. NEWPHER, Director, Bureau of Professional Licensing.

F. STEWARD HARTMAN, Executive Assistant

EUGENE P. BERTIN, Editor

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DR. FAUSOLD CHOSEN PRESIDENT AT INDIANA

Deputy State Superintendent Heads Large Teacher Education Institution

Superintendent of Public Instruction, Lester K. Ade, has announced that Dr. Samuel Fausold, Deputy Superintendent, has been chosen the new President of the State Teachers College at Indiana. Doctor Fausold has been in the Department as Deputy Superintendent since October 29, 1935. At Indiana he succeeds Acting President, M. J. Walsh, who has been successfully serving the Indiana Institution since July 1, 1936.

Dr. Samuel Fausold was born in Mount Pleasant Township, Westmoreland County, and received his early education in the rural schools of Unity Township. His high school education was gained in the Latrobe Secondary Schools from which he graduated in 1906 with highest honors.

Having settled upon a career in education, he entered Gettysburg College the following fall and graduated four years later with the B.A. degree in the Academic Department. Doctor Fausold pursued graduate studies at the University of Pittsburgh during his career in the profession which began in 1910, and received from that institution the M.A. degree in 1925, and the Ph.D. degree in 1934.

Doctor Fausold's first position was as principal and teacher of the East Huntingdon Township public schools which he served from 1910 to 1914. During the subsequent eight years he was engaged as principal of the Irwin schools and the Norwin High School, ending his term at Irwin in 1922. Ever alert to enlarge his field of service, Doctor Fausold then accepted the position of Superintendent of the Ambridge schools and continued in that capacity till 1930. During the five years before he became Deputy Superintendent of the Department of Public Instruction, Doctor Fausold was the Superintendent of the Monessen public schools, where his work was characterized by adaptation of buildings and curricula to modern needs.

As a part of Doctor Fausold's professional preparation, he developed as a thesis for his M.A. degree in the field of school finance a paper entitled "A Study of School Bond Issues in Certain Districts of Beaver County, Pennsylvania." Another practical and far-reaching study made by him in his preparation for his Doctorate, was entitled "The Comparative Effectiveness of Teaching Small and Large Classes with the Use of Individual Technique." This study was made under Doctor Fausold's direction in grades 7, 8, and 9 of the public schools of Monessen.

While Superintendent of the Ambridge schools, Doctor Fausold developed the Ambridge Plan, which consists of individual instruction without violating the unity of the socialized group by means of carefully worked out contracts or assignments of work. The plan was eminently successful and widely adopted because it enabled the pupil to progress at his normal rate and in accordance with his individual capacity for work. This learning situation not only aided pupils in learning how to study and provided them more time in which to study, but also developed a happy classroom atmosphere because it accommodated the slow learner as well as the superior pupil.

ALAN O. DECH

Alan O. Dech of Myerstown, Lebanon County, Pennsylvania, according to a statement by Dr. Lester K. Ade, Superintendent of Public Instruction, has recently been appointed to the position of Consultant in Curriculum Construction in the Department of Public Instruction.

Mr. Dech is a graduate of the Albright Preparatory School, Albright College and Lehigh University, receiving the A.B. degree from the last two institutions. In 1924 he completed the work for the M.A. degree at the University of Pennsylvania. He has also completed the requirements for the Ph.D. degree at Teachers College, Columbia University, except for the thesis requirement. His advanced study at Teachers College has been in the field of curriculum.

His professional experience has been that of teacher or supervisor in the Summit Hill High School, the Senior High School, Reading, and the Pottstown Public Schools in Pennsylvania, and the Oyster Bay Public Schools in Long Island. In the last named school Mr. Dech was in charge of the curriculum program.

He has written several articles for professional magazines, one of which is "A Guide to a Bibliography on the Curriculum."

Mr. Dech will assist in the development of the curriculum program in the Department, give technical assistance to schools desiring to revise the curriculum in any of its phases, and review curricular bulletins of the Bureau prior to publication.

JOHN F. BOLAND

Superintendent Lester K. Ade has announced the appointment of John F. Boland of Dunmore, Lackawanna County, as Educational Advisor in the Industrial Education Division of the Department of Public Instruction. Mr. Boland is a graduate of the Dunmore secondary school and the East Stroudsburg State Teachers College, from which he received a B.S. degree in Education. He pursued advanced studies in the field of Education at Marywood College and New York University.

Since 1923 he has served the Dunmore School Districts at different times as instructor, supervisor, and director of athletics. He has enjoyed the distinction of being an honor official under the Pennsylvania Inter-scholastic Athletic Association and a past President of the Pennsylvania State Board of Approved Officials.

SEEK SOLUTION OF PROBLEMS

While various Federal, State, and Community agencies are sponsoring educational, recreational and other programs in the interest of out-of-school youth, the young people of America are themselves attempting to do what they can in the solution of their problems. At the Third American Youth Congress, which met last summer, they recited the following declaration of the rights of youth: "We, the young people of America, reaffirm our rights to life, liberty, and the pursuit of happiness. With confidence we look forward to a better life, a larger liberty and freedom. To those ends we dedicate our lives, our intelligence and our unified strength, and our cooperation with the youth of other lands who strive for peace, freedom and progress."

TWO COUNTY SUPERINTENDENTS TAKE OFFICE

Schools of Indiana and Fulton Counties Have New Executives

At an impressive ceremony attended by educational representatives in the Department of Public Instruction, State Superintendent Lester K. Ade administered the oath of office to two new County Superintendents—D. L. Winger of Indiana County, and Charles M. Lodge of Fulton County. These commissions were granted in each case by the Superintendent after reviewing the recommendations of the Executive Committees of the two School Directors Associations concerned.

D. L. WINGER, INDIANA COUNTY

Superintendent Winger, who succeeds James F. Chapman, deceased, is a native of Rayne Township in Indiana County, and received his elementary schooling in that place. He attended the Academy at Pennsylvania Run for his secondary education and the Teachers College at Indiana for his professional preparation. Advanced studies were pursued by him at the University of Michigan from which institution he received a degree in 1912. Mr. Winger's professional experience is wide and varied extending from service in the rural schools of his home county to Assistant Superintendent of Indiana County. He was likewise engaged during successive periods as ward Principal at Indiana Borough, Principal of the Cherry Tree Schools for six years, and Supervising Principal at Clymer for several terms. Since 1924 he has continuously occupied the office of Assistant County Superintendent in Indiana County.

CHARLES M. LODGE, FULTON COUNTY

Charles M. Lodge, who succeeds B. C. Lamberson, deceased, as Superintendent of Fulton County, is a graduate of Dickinson Seminary at Carlisle of 1907 and of Dickinson College of 1911, when he received the Ph.B. Degree. Other degrees which he has earned by pursuing advanced professional studies at various institutions of higher learning are: B. S. from the University of Maryland in 1914; M. A. in Science from Dickinson College in 1915 and M. A. in Education from Columbia University in 1931. Mr. Lodge has since completed the required courses for the Ph. D. Degree at Rutgers University. His experience as teacher and supervisor covers a period of 21 years, and has taken him into three states. He has served in various capacities the public schools of McConnellsburg, Huntingdon Mills, Erie, Reading, and Berwick in this Commonwealth. For two years he was an instructor in the New York Military Academy at Cornwall on the Hudson; and for four years the Principal of the consolidated schools in Whitehouse, New Jersey.

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IMPROVEMENT IN INSTRUCTION SOUGHT THROUGH STATE-WIDE PLAN

Regional Organization Proposed for Development of Practical Courses In Public Schools

PAUL L. CRESSMAN
Director Bureau of Instruction

The Department of Public Instruction is developing a plan looking toward the general improvement of instruction in the public schools of the Commonwealth through the formation of study groups within local areas. Since the quality of instruction is the principal factor in the educational program of the Commonwealth, the Department is seeking every means to develop adequate and efficient programs to meet the local needs of the communities in the Commonwealth.

Because of the advantageous location of the Teachers Colleges in Pennsylvania, and because of their eminent qualifications for educational leadership, the plan suggests the organization of regional areas identified with these institutions. Under their leadership, and by means of conferences and study groups, it is expected that improved and enriched courses of study for the public schools may be developed.

This plan, which is still in its formative stage, provides exceptional opportunities for all educators and interested lay people to participate in the formation of adequate courses of study, to develop a practicable purpose and philosophy of education, and to prepare materials for courses of study that are definitely adapted to local needs.

Among the vital questions that will face these educational and lay leaders in the development of adequate courses of study are the following: the need for a changed education, the nature of the curriculum, educational aims, the psychological foundations of learning, pupil activity and its relation to growth, methods of teaching, evaluating the results of instruction, and planning units of learning.

MONEY MANAGEMENT

Booklets Available for Schools

A pamphlet of some forty pages entitled "Banking and Elementary Economics for High Schools" is being made available to students in the Commercial Departments of Pennsylvania schools by the Pennsylvania Bankers Association. The book contains five articles compiled by the Public Education Commission as follows: The Story of Money and Credit, How Banks Serve Us, How Banks Help Business, The Federal Reserve System, and Stocks and Bonds.

Another pamphlet entitled "Banking and Elementary Economics for Grammar Schools" has been prepared for the use of teachers in these grades. The eighteen pages of this text discuss the following four subjects: Banks—What Do They Do? Using the Bank, Savings at Work, What Good Character Means at the Bank.

10,000 AGRICULTURE STUDENTS STUDY POULTRY

Home Projects Yield Vast Quantities Of Useful Products

Production Rate Increases

H. C. FETTEROLF
Chief Division of Agricultural Education

Perhaps one of the reasons why the average production of eggs per hen in Pennsylvania has jumped from 71 eggs to over 100 is due to the fact that poultry is now being taught to more than 9,500 farm boys in this State. With the fact pretty well established that poultry can be raised in confinement profitably, almost every boy who has a small back yard can make good use of his spare time.

Two hundred ninety-one thousand one hundred and ten chickens constituted the poultry home projects of the 1,329 boys who selected this phase of farming for their home project work. Hatching chicks, selling broilers, fattening capons, and growing pullets for egg production, were the most important lines of activity.

These boys marketed 199,636 pounds of broilers and 243,623 dozens of eggs. They kept over for the laying season, 83,397 pullets and laying hens. It is not unusual to have flocks upwards of 100 hens averaging more than 200 eggs per bird. Many Future Farmers are looking forward to advance college training by using funds from their poultry projects.

VOCATIONAL SCHOOLS ENCOURAGE PRACTICAL FARMING

Products of 2,000 Future Farmer Students Aggregate 50,000 Bushels

Vegetables Predominate

A large number of vocational agricultural boys in the schools of Pennsylvania are growing vegetable products. During the summer of 1936, 2,211 Future Farmers grew a total of 648 acres of garden truck. Good roads in the rural districts have made it possible to market vegetables a considerable distance from the farm. This accessibility to good markets has proved a stimulus to these future farmers and is developing Pennsylvania as one of the chief vegetable growing states in the east.

From these home projects, Pennsylvania Future Farmers harvested 6,641 bushels of green beans, 962 bushels of dry beans, 2,624 bushels beets, 497 tons of cabbage, 4,933 bushels of carrots, 1,319 crates of celery, 2,610 bushels of cucumbers, 513 bushels of endive, 1,400 crates of lettuce, 1,468 bushels of dry onions, 1,500 bushels of peas, 1,047 bushels of peppers, 12,538 bushels of potatoes, 485 bushels of radishes, 78,330 dozens of ears of sweet corn, 21,436 bushels of tomatoes, 936 bushels of turnips, and many other vegetables in small quantities.

\$14,000,000 PAID SCHOOLS IN STATE APPROPRIATIONS

**Special Aid Claims Included
Budgets for Next Biennium Considered**

CLARENCE E. ACKLEY
*Director Bureau of Administration
and Finance*

Checks for payments of State Appropriations due school districts totalling approximately \$14,000,000 have been sent out by the Department of Public Instruction. The amount represents \$6,696,000 for districts of the fourth class and \$5,330,000 to districts of the second and third classes and \$1,824,000 of the first class. The sum of \$194,000 was granted to financially distressed school districts since the beginning of the current school year. The number of applicants for this special aid has been relatively small as compared with previous years. The Department of Public Instruction has, likewise, made calculations of vocational reimbursements due school districts which have filed reports. It, likewise, prepared a Federal report on vocational education covering reimbursements under the Smith-Hughes and George-Ellzey Acts. This report covers agriculture, home economics, trade and industrial education.

The Department of Public Instruction has also compiled data to determine the rate of reimbursement to school districts for the 1937-1939 biennium in accordance with the provisions of the School Code. A considerable amount of preliminary work relating to the preparation of budget requests for the next biennium to be submitted to the Governor has, likewise, been completed by the Department.

EQUALIZING SCHOOL COSTS

States Bear Bigger Percentage To Assure Equitable Educational Program

LOCAL REVENUE FROM PROPERTY TAX

Local districts provide approximately 70 per cent of all public school revenues in the United States—the several states assuming 30 per cent—according to information from the Office of Education at Washington. While the share borne by the Government constantly decreased prior to 1930, since that time the trend has been toward the Government paying a relatively larger part of the cost. This increasing proportion of funds from the State relieves local taxation.

The principal source of revenue for local school districts is a general property tax; the most important source of funds provided by the State is legislative appropriation from the general State fund.

In the Nation at large, 17 states levy taxes on general property, especially for public schools. Ten states, one of which obtained more than 83 per cent of its State school revenue by such taxes, levy some form of income taxes. Among other forms of taxation for school purposes in the several states are motor fuel taxes, severance taxes, general sales taxes, and taxes on tobacco, alcohol, liquor, public utilities, corporations, and railroads.

FEBRUARY CALENDAR FOR SCHOOL OFFICIALS

Due	Subject of Report	Section of Law	Form Number of Report
FEBRUARY			
15	Senior Project Report—Agriculture	3401	PIVE-21
15	Attendance Report (For January).....	2904	AR1 AR2 AR3
	Annual Summary Attendance Report (Fifteen days after close of school term).....	2904	AR-1S AR-2S AR-3S

Sound Transportation Standards Protect Pupils

Regulations Cover Driver, Vehicle, Equipment and Stations

Blankets Specified For Winter Comfort

LEE L. DRIVER
*Chief Division of Consolidation
and Transportation*

With the fast approach of winter and the recollection of the intensity and severity of the winter weather of 1936 still fresh in mind, the importance of safe and sound transportation service for school children becomes clearly evident. The people of Pennsylvania through their Legislature and the Department of Public Instruction have not only provided free transportation for school children when warranted, but have specified standards and regulations for drivers, vehicles and equipment. The School Law provides that transportation may be furnished by using either school conveyances, private conveyances, electric railways, or other common carriers, but that in every case it shall comply with the provisions of the Code.

Regulations pertaining to the transportation of pupils to and from school in Pennsylvania are as follows:

CONVEYANCE

1. Closed body or one that can be easily and quickly closed
2. Adjustable windows
3. Proper ventilation
4. Closely fitting curtains
5. Adequate lighting of interior from the front, rear, and sides
6. Unobstructed view of driver to all parts of interior
7. All exits regularly used by children under control of driver
8. Driver and pupils occupy one compartment unobstructed
9. All seats securely fastened
10. Steps for all exits regularly used by children
11. Twelve inch seating space for each elementary pupil
12. Fourteen inch seating space for each secondary pupil
13. Seats and back rests well padded

14. "School Bus" displayed in letters on rear of vehicle
15. Brakes and other equipment in good repair
16. Blankets or heaters provided to keep pupils comfortable in winter
17. Extra tires, chains, windshield wiper, and outside mirror in accordance with the Motor Code
18. Safety glass in doors, windows, and windshield

DRIVER

1. The driver shall be in good health, thoroughly reliable, and of good character
2. He shall possess a driver's license
3. He shall have the good use of both hands, both feet, and both eyes
4. He shall not be under the age of 21 years nor over 70 years

OPERATION

1. Proper schedule shall be maintained
2. Complete stop shall be made before crossing railway or trolley track
3. No child shall be permitted to board or leave the bus when in motion
4. Children shall pass in front of bus to cross the highway under driver's supervision
5. Proper discipline shall be maintained by the driver on the bus
6. Misconduct shall be reported by the driver to the principal or head teacher
7. School board shall determine the schedule, the route and the children to be transported
8. No one shall ride the bus except by approval of the school board
9. Nothing except school children and their belongings shall be transported
10. Sanitary conditions of the bus shall be maintained

WAITING STATIONS

1. A station or other proper shelter to protect children from inclement weather shall be provided where needed

Outward evidences may point to the seeming futility of these international deliberations. Let us not be deceived by appearances, for underneath the machinery of these is growing a habit of thinking and an attitude of mind in the permanent direction of substantial arbitration among the family of nations.

—Lester K. Ade

ATTENDANCE REPORTS RECEIVED

Data from Seventy-five Independent Districts Reaches Department On Time

Thirty-six Per Cent of Counties Also Prove Prompt

DONALD P. DAVIS
Chief Division Child Accounting and Research

Of sixty-six county superintendents in Pennsylvania, twenty-four, or thirty-six percent, succeeded in collecting and submitting attendance data for September by the date due—October 14. Superintendents of independent districts showed somewhat greater success, for of the 178 such districts in the State, 128 or 72.7 percent, reached the Department by that date. The next attendance report—that for January, will be due February 14.

Following are listed the counties and the independent districts from which attendance reports were received on time:

COUNTIES

1. Adams
2. Beaver
3. Bedford
4. Blair
5. Cameron
6. Chester
7. Columbia
8. Elk
9. Forest
10. Franklin
11. Juniata
12. Lackawanna
13. Lancaster
14. Lawrence
15. Lebanon
16. Montour
17. Perry
18. Pike
19. Potter
20. Snyder
21. Tioga
22. Union
23. Washington
24. Wyoming

INDEPENDENT DISTRICTS

1. Abington Twp.
2. Aliquippa Boro
3. Allentown City
4. Altoona City
5. Ambridge Boro
6. Archbald Boro
7. Arnold Boro
8. Bangor Boro
9. Beaver Boro
10. Beaver Falls City
11. Bellevue Boro
12. Bensalem Twp.
13. Bethlehem City
14. Blakely Boro
15. Braddock Boro
16. Bridgeport Boro
17. Canonsburg Boro
18. Carbondale City
19. Carlisle Boro
20. Carnegie Boro
21. Chambersburg Boro
22. Cheltenham Twp.
23. Chester City
24. Clearfield Boro
25. Coal Twp.
26. Collingdale Boro
27. Columbia Boro
28. Connellsville City
29. Conshohocken Boro
30. Corry City
31. Crafton Boro
32. Darby Boro
33. Derry Twp.
34. DuBois City
35. Dunbar Twp.
36. Duquesne City
37. Easton City
38. Erie City
39. East Pittsburgh Boro
40. Ellwood City Boro
41. Etna Boro
42. Farrell Boro
43. Fell Twp.
44. Ford City Boro
45. Forest City Boro
46. Franklin City
47. Gettysburg Boro
48. Lehighton Boro
49. Lewistown Boro
50. Lock Haven City
51. Lower Merion Twp.
52. Mahanoy City Boro
53. Mahanoy Twp.
54. Mauch Chunk Twp.
55. McKeesport City
56. McKees Rocks Boro
57. Meadville City
58. Mechanicsburg Boro
59. Middletown Boro
60. Midland Boro
61. Milton Boro
62. Minersville Boro
63. Monessen City
64. Mt. Carmel Boro
65. Mt. Lebanon Twp.
66. Mt. Pleasant Boro
67. Mt. Pleasant Twp.
68. Muhlenberg Twp.
69. Munhall Boro
70. Nanticoke City
71. Nanty-Glo Boro
72. New Castle City
73. Norristown Boro
74. Northampton Boro
75. Oakmont Boro
76. Oil City
77. Olyphant Boro
78. Palmerston Boro
79. Phoenixville Boro
80. Plymouth Boro
81. Pottstown Boro
82. Punxsutawney Boro
83. Rankin Boro
84. Reading City
85. Rochester Boro
86. Rostraver Twp.
87. Sayre Boro
88. Scottsdale Boro
89. Scranton City
90. Shadyside Boro
91. Sharon City
92. Springfield Twp.
93. Sunbury City
94. Swissvale Boro
95. Tamaqua Boro

RATIONAL SOCIAL RELATIONS

By LESTER K. ADE
Superintendent of Public Instruction

Nothing can exist without the recognition of its opposite, for if the opposite is altogether destroyed, the thing itself dies. In the ideal social order no majority vote is taken, for here objections of minority groups are respected. In such an understanding society, the barriers to harmonize social relations are broken down. The leader by courage and open-mindedness, banishes ignorance and fear and maintains an emotional contact with opponents that makes it possible for him to confess his errors without losing the confidence of his followers. From the power to face failure sanely comes strength of character and a reasoned outlook on life. In the ideal society, individual non-conformists and minority groups are not coerced unnecessarily, for democracies are considerate of minor groups; unless, of course, they threaten the main body.

The respect which we have for our social institutions—government, school, church, trade, and home—should be based upon a sympathetic understanding rather than upon tradition or sentiment. These institutions are the result of centuries of striving. They are deep-rooted in the thought and achievement of Greece and Rome, the Renaissance culture of Italy, and the individualism of the Anglo-Saxon and the French Revolution; the hardness of the pilgrim and the pioneer, and the metallic soil of industry. Our respect should be born of the realization that those institutions are growing. It is not those who favor growth and change, but rather those who try to restrain growth who endanger our safety. We desire a living, evolving, social order which is kept alive by thinking, growing individuals. Not by indoctrination but rather by experiences with real problems, can continuous cooperative thinking be assured—society in which the people approach life reasonably and fearlessly and with eyes and minds open. To one who is truly conscious of community membership, conflicts between society and the individual are not real, for he realizes society depends on him just as he depends on society. Equality in the world's good is one's own, and equality in one's own good is the world's.

—From an Address

PRE-PROFESSIONAL SERVICE

Thousands Qualify For College and Careers

Satisfy Secondary School Requirements

JAMES G. PENTZ
Chief Division of Pre-Professional Credentials

One of the most vital and far-reaching services of the Department of Public Instruction is conducted under the Division of Pre-Professional Credentials which offers to thousands of candidates each year examinations in secondary school and college subjects. Through these examinations numerous candidates are able to satisfy the pre-professional requirements of secondary school graduation.

This unique and extensive service affords invaluable educational assistance to no fewer than four groups of people in the Commonwealth. One of these is public school teachers. At one time there were some 12,000 elementary and secondary teachers in Pennsylvania who lacked four years of approved secondary school work. Since 1926, through the service of the Pre-Professional Credentials Division, these teachers, with the exception of two or three hundred, have now completed this required work and hold the equivalent of a valid secondary school diploma.

Another group that has benefited by this service of the Department of Public Instruction are the hundreds of secondary school pupils who graduate each year with a deficiency of one or two special units required for admission to certain professional institutions. These graduates avail themselves of the examinations offered by the Department and qualify for admission to the college of their choice.

A further service under this branch of the Department is that pertaining to adults who have been out of secondary school for several years and who are at present engaged in some occupation which requires the equivalent of a secondary school education. Many occupations in stores, shops, and elsewhere now require employees to have this qualification. Accordingly, hundreds of persons in these circumstances are aided each year through these pre-professional examinations.

In addition to these are hundreds of persons from approximately twenty-five to forty-five years of age who have a desire to prepare for a career in one of the several professions served by the Department. These persons, by submitting their credentials and receiving definite directions from the Department, complete their secondary school work through these examinations in a comparatively short time. Having thus completed their pre-professional preparation they are eligible to enter higher institutions for further training after which they receive the necessary licenses. It is encouraging to discover the high percentage of these belated professional practitioners who attain eminent success in their respective fields of work. This success is accountable in part to the fact that those in mature life attack the problems of professional preparation with great determination.

SCHOOLS SERVE AVIATION

Commercial, Public and Private Institutions Offer Courses

Wide Range of Standards

LESTER K. ADE
Superintendent of Public Instruction

Because of the wide-spread developments in aviation and the technical nature of its numerous branches, educational institutions of Pennsylvania and of the Nation are constantly alert for new opportunities of serving this newest American enterprise. As new areas of interest develop on the American scene it becomes necessary for the public schools to assume the responsibility of preparing citizens not only to understand and participate in the activity, but to direct its development toward the greatest degree of service to the greatest number of people.

At least three types of schools are at work serving the needs and interests of aviation: these include the commercial flying schools, the public secondary schools, and certain engineering colleges. The commercial schools emphasize instruction for actual flying, including ground training as well as essential techniques in the air. The public secondary schools offer principally general instruction in the history and background of aviation, together with some practice in airplane and engine mechanics. The engineering colleges afford opportunities for technical instruction in aeronautical engineering, including construction of planes and engines, and courses in meteorology and navigation.

In the secondary schools of Pennsylvania, courses in aviation are largely carried on through the vocational department. The chief emphasis in these schools is placed on learning the principles of engine and plane construction, and acquiring through shop practice experience in working on airplanes, including such crafts as welding and machine shop mechanics. In addition to these opportunities the secondary schools offer special preparation in such related subjects as history of aeronautics, meteorology, and air navigation.

The United States Department of Commerce assists candidates for aviation careers by evaluating commercial schools with a view to encouraging better standards of instruction. Approximately 25 of these schools have been definitely approved by the Department. Courses range from 10 weeks to 10 months and cost from \$275 to more than \$1,700. Four types of licenses are assured to those who qualify; namely, Amateur, Private, Limited Commercial, and Transport. The Army Air Corps accepts as cadets only such candidates as are from 20 to 27 years of age with at least two years of college work and capable of passing a rigid physical examination. Generally speaking, college graduation is expected of a civilian who wishes to undertake aviation as a career.

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EDUCATION FOR YOUTH OUT OF SCHOOL

New Bulletin Presents Variety of Projects for American Communities

Parallels Pennsylvania's Program

A. W. CASTLE
Chief Division Extension Education

To assist communities and agencies in developing the best possible programs of education for out-of-school youth, the office of Education at Washington, D. C., has issued a seventy-six page bulletin outlining a program to meet the needs of idle youth. This program is designed to be of use to help out students as well as those who complete the regular full-time school course who may need additional preparation to equip themselves for employment or the many other responsibilities of community living. The program outlined in this new bulletin will (1) provide those interests for lack of which large numbers of young people have left school; (2) substitute for the job which is not to be had; (3) fill the period of waiting with vocational education that will be useful to youth when opportunity is opened.

Much has been done to absorb the interests and energy of idle youth by the regular secondary schools, the junior colleges, and the standard colleges and universities, as well as by part-time and evening classes, civilian conservation corps, programs, and trade and technical schools. Many private agencies have likewise contributed to the activities for this group. But despite these many efforts, there are many communities in which educational programs are poorly coordinated from the standpoint of serving out-of-school youth effectively. Frequently essential phases of educational activity are unprovided and only a small portion of out-of-school youth can be served by the facilities that are available.

The purpose of this new publication which is entitled "Education for Those Out of School" is to deal briefly with phases of education which appear to offer suggestions to communities interested in providing adequate opportunities for unemployed out-of-school young people.

The materials of the book are arranged under the following headings: Part I—Continued General Education; Part II—Free-time Educational activities; Part III—Vocational training for out-of-school youth.

THE SEVEN CARDINAL PRINCIPLES OF EDUCATION

1. Health
2. Worthy home membership
3. Command of fundamental processes
4. Vocation
5. Civic education
6. Worthy use of leisure, and
7. Ethical character

The broadest possible conception of education is one in which living is itself learning, life is itself the school, and the spirit of the world, the teacher.

—Lester K. Ade

UNIQUE PUBLIC SERVICE

Press Information on Departmental Activities Gathered Daily by State Library

Quarter Million Clippings Culled Annually

JOSEPH L. RAFTER
Director State Library and Museum

General information on the activities of the several Departments of Government of the Commonwealth of Pennsylvania flows in two directions; namely, from the Capitol to the public and from the public to the Capitol. The less known of these two movements is the systematic collection of information coming from the public press to the several Departments of the State Government.

This unique service is being performed daily by the Clipping Division of the State Library and Museum in the Department of Public Instruction which scrutinizes daily some 200 newspapers and other periodicals for the purpose of culling items dealing with the functions and services of the various Departments of Government. With the aid of a small staff of four or five members this Division, which operates under the Department of Public Instruction, reads these numerous publications, culls the articles pertaining to State Government and distributes them into the several Departments to which they pertain.

An idea of the extent of this service may be gained from the fact that approximately 25,000 separate news items a month, which amount to more than a quarter million a year, are clipped from the newspapers of Pennsylvania regularly by the Clipping Division. The greatest number pertain to the Governor's Office, which accounts for approximately 5,000 a month. The Department of Revenue, which includes reports of motor accidents, accounts for more than 4,000 newspaper notices a month. The Department of Public Instruction is the subject of some 2,000 newspaper items a month, and the Department of Agriculture receives well over 1,000. Other Departments which figure largely in the grist of public information as reported in the columns of the newspapers, are those of Health, Highways, Forest and Waters, Internal Affairs, Banking, Game Commission, Labor and Industry, Treasury, Mines, Justice, Public Service Commission, Fisheries, State Welfare, Adjutant General, Property and Supplies, State Police, Liquor Control Board, and so on.

Those charged with the responsibility of executing the wishes of the people through the various Government Offices are fully sensitive of the value of this public information as gleamed from the pages of the public press. It serves as a guide in their efforts to direct the affairs of their several Departments in accordance with the wishes and needs of the people of the Commonwealth. The newspapers and periodicals are rendering public service the value of which can hardly be over-estimated, and the several agencies of Government are fully appreciative of this fact. The work of the Clipping Division, while little heard of, is a vital part of the public service program of the Commonwealth.

SCHOOL OF THE AIR

Daily Broadcasts to Enliven and Supplement Materials of Instruction

Time—2:15 to 2:45 P. M.

Manual Available for Teachers

To enliven and stimulate the pupil's interest in the various phases of the school program, and to bring new methods and inspirations to the teacher, are the purposes served by the "School of the Air" which broadcasts an educational program each school day from 2:15 to 2:45 P. M. These daily programs which are prepared under the direction of a board of consultants headed by Dr. William C. Bagley of Columbia University, comprise such topics as music, science, geography, literature, vocational guidance, history, government, and poetry.

In the music programs, the schools will hear the compositions of famous musicians as well as native folk music of several foreign countries. In science, the work is prepared after the manner of a Science Club of the Air, and consists of practical experiments in chemistry, biology, and other fields. The literature work of the broadcast is largely the dramatization of favorite folk lore. The vocational guidance broadcasts are designed to enlighten students regarding different occupational objectives. The growth of American cities is the principal theme in the history lessons. Imaginary trips in geography will take students to southern France, the Scottish Highlands, Norway, Palestine, China, South America, Mexico, and Greenland, as well as to many other remote and fascinating places.

RADIO PROGRAM

Safety Musketeers

Mondays	CBS
4:00 P. M.	Education In The News
Mondays	NBC
6:00 P. M.	(Red network)
	Have You Heard?
Tuesdays	NBC
3:45 P. M.	(Blue network)
	Answer Me This
Thursday	NBC
4:45 P. M.	(Red network)
	The World Is Yours
	The Smithsonian Program
Sundays	NBC
11:30 A. M.	(Blue network)

FORENSIC AND MUSIC LEAGUE

Rules and Regulations Ready

The 1937 edition of the Rules and Regulations of the League is now available for high schools. The speech program includes: debating (electric utilities); oration (original); ex tempore speaking (Broadcasting and the American Public); Shakespeare reading (the Comedies); and poetry reading (Milton, Byron, or Masefield). Required contest pieces for bands, orchestras, choruses, ensembles, and solos (both instrumental and vocal) will be released January 1, 1937. The tenth annual final State contests will be held at Altoona, April 23, 24, 1937. Address all communications to C. Stanton Belfour, Extension Division, University of Pittsburgh.

CALENDAR OF EDUCATIONAL EVENTS

DECEMBER

- 27-29 American Accounting Association, Chicago, Illinois.
- 28 American Association of Accredited Commercial Schools, Cleveland, Ohio.
- 28-29 Annual Meeting American Modern Language Association, Richmond, Virginia.
- 28-29 23rd Annual Meeting of the American Association of University Professors, Richmond, Virginia.
- 28-30 National Commercial Teachers Federation, Cleveland, Ohio.
- 28-30 State Convention of P. S. E. A., Harrisburg, Pennsylvania.
- 29-31 National Council of Geography Teachers, Syracuse, New York.

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FEBRUARY

- 2 State School Secretaries Association Convention, Harrisburg, Pennsylvania.
- 3-4 State School Directors Association Convention, Harrisburg, Pennsylvania.
- 20 National Association of Commercial Teacher Training Institutions, New Orleans, Louisiana.
- 20 National Council of Business Education, New Orleans, Louisiana.
- 20-25 67th Annual Convention, NEA Department of Superintendents, Municipal Auditorium, New Orleans, Louisiana.
- 25-27 National Progressive Educational Association, St. Louis, Missouri.

MARCH

- 10-13 Southeastern Convention District, Philadelphia, Pennsylvania.
- 15-18 American Association of University Women, Savannah, Georgia.
- 30-April 3 44th Annual Convention of the Association of Childhood Education, San Antonio, Texas.

APRIL

- 17 Western Pennsylvania Industrial Art Conference, California, Pennsylvania.
- 23-24 Pennsylvania Forensic and Music League, Tenth Annual Final State Contest, Altoona, Pennsylvania.
- 23-24 Northeastern Convention District, Sunbury, Pennsylvania.

JUNE

- 21-26 American Library Association Conference, Waldorf Astoria Hotel, New York City.
- 27-7/2 National Education Association, Detroit, Michigan.

JULY

- 5-16 Department of Elementary School Principals of the M. E. A., Detroit, Michigan.

AUGUST

- 2-7 World Federation of Education Associations, Seventh World Meeting, Tokyo, Japan.

THE FINE ART OF LIVING TOGETHER

LESTER K. ADE

Superintendent of Public Instruction

The fine art of living together constitutes a problem of the first magnitude. It is both comprehensive and complex. It involves the traditional social institutions and all the other elements of contemporary society. Present world, national, and community conditions make it imperative that a deep study and wide-spread consideration be given this vital question at the present juncture of our social progress. The problem connotes a common philosophy underlying our social relations, a broad understanding of international relations, a clear conception of economic principles as affecting the affairs of mankind, a sympathetic appreciation of the inter-dependence between the individual and the large social group, and a deep conviction of the greater importance of the general welfare over individual expediencies.

Of greater significance to us, however, in reviewing our all-inclusive problem in true perspective, is the realization of the responsibility of the educational system to establish and maintain a program adequate to meet the implications of the fine art of living together. Obviously, the solution lies in the direction of promoting peaceful pursuits, developing a clearer understanding between the individual members of human society, and emphasizing the need of identifying the person with more and more inclusive groups until we develop a philosophy of seeing the world in general, and our nation in particular, as a complete entity.

—From an Address

THE NEIGHBORHOOD OF NATIONS

LESTER K. ADE

Superintendent of Public Instruction

While science through transatlantic cables, telephones, radios, airplanes, zeppelins, and swift vessels, has huddled the family of nations into close quarters; while seas no longer divide but unite the nations; while distance is measured not by miles but by minutes, shrinking the world to the proportion of a neighborhood of nations—while all these advances have removed a great many physical barriers and opened the way for a world fellowship and citizenship—yet they have by no means established the understanding, goodwill, and peace that are necessary to a realization of international amity. It would appear that government must step into the breach and attempt to render this service.

Bringing people together does not necessarily guarantee harmony. In fact close association of people who are instinctively enemies, constitutes a real peril unless steps toward mental disarmament are taken. Invention and enterprise have produced comfort and even a kind of cooperation, but they have not produced a formula for the solution of the greatest of social arts, that of living in peace and harmony with others.

—From an Address

FRANKLIN AND MARSHALL TO OBSERVE ANNIVERSARY

March 1937 Marks Sesqui-Centennial Of Pennsylvania's Third Oldest College

Distinguished Americans Associated With Early Institutions

March 10, 1937, is a memorable date for students, friends, and patrons of Franklin and Marshall College at Lancaster, Pennsylvania, for on that date the original charter of Franklin College, as it was originally known, was granted by the State Legislature.

This college, named for Benjamin Franklin, was incorporated for the "preservation of the principles of the Christian religion and our form of government," and was further distinguished by having four of its trustees as signers of the Declaration of Independence. The interest which Benjamin Franklin had in the Institution is indicated not only by his cash bequest of 200 pounds but by the additional fact that he absented himself from the Constitutional Convention in Philadelphia in order to be present at the opening of Franklin College.

It was not until almost a half century later that Marshall College, named for John Marshall, Chief Justice of the United States and destined to mingle its heritage with Franklin College, was established at Mercersburg, Pennsylvania. The establishment of Franklin and Marshall College in Lancaster by a union of these two institutions was effected on April 19, 1850, at which time James Buchanan, later President of the United States, was chosen Head of the Board of Trustees.

The keynote of the sesqui-centennial observance of Franklin and Marshall will be its "Historic Heritage." A series of booklets developing this theme will be issued during the period of the celebration which will extend from Thursday, October 14 to Sunday, October 17, 1937.

CHEYNEY'S COMING CENTENARY

Institution to Celebrate 100 Years Of Service

For many years the State Teachers College at Cheyney has been celebrating Cheyney Day. In 1937, however, the event will take on a new significance when Cheyney Day will mark the 100th Anniversary of the founding of this institution, which was originally known as the African Institute and from which has grown the present State Teachers College at Cheyney. The local, State, and National service which this unique institution has rendered over a long period will be graphically presented during the centennial celebration. A wide representation of social groups and agencies including the Society of Friends will take part in this significant observance. A book depicting the development of this educational institution is now in preparation and will be available during the activities of the celebration next year.

UNCOVER FRONTIER FORT

Pre-Revolutionary Fortification at Muncy Definitely Identified

Reveals Typical Plan

Variety of Relics Unearthed in Site

FRANK W. MELVIN
Chairman Pennsylvania Historical Commission

The archaeological research work that has been in progress during the past several months at Fort Muncy, near Halls Station in Lycoming County, has been completed. It was originally built in 1778 at the urgent request of Samuel Wallis, the "Land King," who came from Philadelphia in 1769. This historic stone Mansion still stands near Halls Station.

Although Forty Muncy was one of the defenses authorized by the Federal Government, no record of its plan had been previously found. The fort was built by Colonel Thomas Hartley, during the stirring days of the Revolutionary War, when this territory was part of the "Far Frontier" of the American Colonies. It was designed to be the strongest fortification up river from Fort Augusta, at what is now the city of Sunbury.

The Iroquois Indians sweeping down the West Branch of the Susquehanna River with the British and Tories, burned Fort Muncy soon after it was built. All signs of civilization in the region were destroyed and the settlers took shelter at Fort Augusta.

Although Muncy held an important defense position, the country lacked means and men to support it properly at this critical time. However, in 1782 it was rebuilt by Lieutenant Moses Van Campen, head of a company of Captain Robinson's Rangers from Reading. Van Campen was captured and taken to Canada soon after he rebuilt the fort.

Again it was destroyed, according to historical records, and slowly disappeared until it came to light with the recent investigations.

The shape of the fort was typical to other similar structures of the times. About 50 by 75 feet in size, the fortification was characterized by large diamond-shaped bastions at the corners, and a 15 foot gateway on the one side. Traces of a gun emplacement, ammunition stores, and other structures, including a passageway to a spring, were discovered. On the site were several bushels of early Dutch crockery, a number of iron rods used in making nails, iron axes, pewter spoons, bone handled knives, gun flints, and musket balls. Also uncovered among the findings were several English coins, one bearing the date 1737.

The records obtained at Fort Muncy are of great value to Pennsylvania historians. Its exact position and French type of construction have been unknown up to the present time. Steps are being taken to eventually restore this important frontier fort and to assure recognition of its place in the early history of the Commonwealth.

ANTICIPATING ANNIVERSARIES

JANUARY

- 1 NEW YEAR'S DAY
- 1 PAUL REVERE, 1735-1818
American Patriot, Soldier, and Silversmith.
- 6 JOAN D'ARC, 1412-1431
French National Heroine.
Maid of Orleans.
- 11 ALEXANDER HAMILTON, 1757-1804
Statesman, Financier, Editor, First Secretary of Treasury.
"His contribution to the construction policies of the Government was unexcelled by that of any other person."
- 12 Elected to the Hall of Fame 1915.
JOHN HANCOCK, 1737-1793
American Patriot and Statesman.
- 12 JOHANN PESTOLOZZI, 1746-1827
Educational Reformer.
- 17 BENJAMIN FRANKLIN, 1706-1790
Statesman, Author, Philosopher, Printer, Editor, Scientist, and Public Teacher.
Signer of Declaration of Independence and Constitution of U. S.
Elected to the Hall of Fame 1900.
- 17-23 NATIONAL THRIFT WEEK
In honor of Benjamin Franklin.
- 18 DANIEL WEBSTER, 1782-1852
Statesman, Lawyer, Orator.
Elected to the Hall of Fame 1900.
- 19 ROBERT E. LEE, 1807-1870
Commander-in-Chief of Confederate Army; President of Washington College (now called Washington & Jefferson University).
Elected to the Hall of Fame 1900.
- 19 EDGAR ALLEN POE, 1809-1849
Elected to the Hall of Fame 1910.
- 24 MATHEW FONTAINE MAURY, 1806-1873
Scientist; called the "Pathfinder of the Seas."
Established United States Naval Academy and Weather Bureau.
Elected to the Hall of Fame 1930.
- 27 CHILD LABOR DAY
(Celebrated in the schools on this date.)
- 30 FRANKLIN DELANO ROOSEVELT, 1882.
32nd President of United States.
SESQUI-CENTENNIAL of the Charter of the University of Pittsburgh.
HORACE MANN: 100th Anniversary of his becoming Secretary of the State Board of Education of Massachusetts and laying the foundations of the Free Public School System.
- 150TH ANNIVERSARY of the adoption of the Constitution of the United States at Philadelphia (Sept. 15, 16, 17).
- 40TH ANNIVERSARY of Founding of P.-T. A. in America.

1938

- 75TH ANNIVERSARY of the Battle of Gettysburg.
- 300TH ANNIVERSARY of the first White settlement (Swedes) first courts of law, and the first Capitol within Pennsylvania.

HIGHER LEARNING IN AMERICA

University Head Indicates Need for Clarification of Objectives

The pungent philosophy of President Robert M. Hutchins of the University of Chicago apropos "The Higher Learning in America" is tersely treated in a slim book of 119 pages recently issued by the Yale University Press, in which the author attempts to jolt American education out of the confusion in which, according to his view, it exists. This stimulating educator cries for a clarification of the objectives of higher learning.

Secondary schools, he says, are not clear as to whether they are preparing students for life or for college; the aims of Junior Colleges are vague, and the Liberal Arts Colleges waver between teacher education institutions and some less definite objective.

This difficulty will prevail, he declares, as long as institutions of learning regard the making of money as the paramount purpose of education. President Hutchins views the cultivation of the intellect as the essence of education and would reach that objective through a curriculum comprising the greatest books of the Western world, the arts of reading, writing, thinking, and speaking, together with mathematics which he regards as the best exemplar of the process of human reason.

Pushing aside any vocational aim, he advocates for the college student the pursuit of truth for his own satisfaction. Research and professional instruction he would leave to certain institutes connected with the University but having no voice in its policies. Three facilities—metaphysics, social sciences, and natural science—would supplant the departmental system which Doctor Hutchins declares has done so much to obstruct the advancement of education.

Only by the adoption of these principles, according to the Chicago educator, can a University achieve its purpose as the home of creative thought.

PRACTICAL ABILITIES ACQUIRED IN SCHOOL

In addition to basic understandings of environment and positive and wholesome attitudes and appreciations, a public education program is responsible for the development of practical abilities on the part of those enrolled in school. These universal abilities which are necessary for the success and happiness of an individual in our present democracy are both numerous and varied. They include: the ability to read; the ability to express one's thoughts clearly; the ability to listen intelligently; the ability to study effectively; the ability to use mathematical procedures and symbols in life situations; the ability to use materials and instruments of the social heritage; the ability to maintain materials and instruments of the social heritage; the ability to function as a wise consumer; the ability to maintain health; the ability to maintain an efficient economic status; the ability to perform a useful economic service; the ability to conform to social standards; the ability to respond to situations requiring neuro-muscular skill; the ability to appreciate the beautiful; the ability to express one's self through music, art, literature; the ability to recognize and use the natural phenomena.

HOME EDUCATION

Kindergarten Association Distributes Useful Information on the Teaching of Children

CECILIA U. STUART

Chief Division of Elementary Education

The National Kindergarten Association, in cooperation with the United States government has been issuing, since 1917, an information sheet each week for the purpose of stimulating interest in the extension of kindergarten education and assisting in getting kindergartens established in communities throughout the world.

This bulletin, which is about 20 x 24 inches in size, carries articles and stories that portray the values and needs of early instruction for children such as, "Educational Activities for the Young Children in the Home", "Are You Training Your Child to be Happy", "Teachers Guide the Child Development". This series is available to newspapers without charge, and to individuals at a nominal cost. The weekly paper reaches 52,000 foreign countries, more than 1,000 periodicals in the United States, and 700 home extension agents. Through these various agencies it is estimated that more than 30,000,000 of peoples are reached by the service.

The National Kindergarten Association is located at 8 West 40th Street, New York.

HOOMEMAKING INSTRUCTION MANUAL

ANNA G. GREEN

Chief Division of Home Economics

Because of the present wide-spread extension and enrichment of vocational courses in the public schools of Pennsylvania, the recent publication of a 156-page manual entitled "Space and Equipment for Homemaking Instruction" by the office of Education in Washington, is of special significance and value. A number of homemaking specialists throughout the State, including Mrs. Anna Green of the Department of Public Instruction of Pennsylvania, cooperated in the preparation of this comprehensive and practical publication. Designed as a guide to the location and arrangement of homemaking departments in educational institutions of America, the manual treats this broad subject under such chapter headings as the following: The Underlying Philosophy of Homemaking Instruction, The Location and Arrangement for Homemaking Departments, Furnishings and Equipment for Homemaking Departments, General Storage, the Preparation of Teachers of Homemaking, and The Function of Home Economics Supervision. Besides some eighteen different designs for floor plans, and fifteen very clear and suggestive tables, the booklet which is nine by twelve inches in size, carries 123 illustrations.

CENSOR BOARD APPROVES 100 SUBJECTS IN MONTH

Improved Productions Reduce Modifications to a Minimum

JOHN C. CORE

Administrative Assistant Pennsylvania Board of Censors

The opening of the winter season is characterized by an increasing activity in Motion Picture Production, according to the Board of Censors in the Department of Public Instruction. In reviewing the forth-coming films the Board has found very little objectionable matter. The great majority of the pictures required no eliminations whatever. Of the 130 subjects reviewed, which included shorter features as well as full length pictures, all but 15 passed without alteration.

With the general improvement of the quality of motion picture features there has been noted a comparative decrease of violations of the Motion Picture Code on the part of operators and managers of theaters. The Field Inspectors of the Board viewed more than 3,000 reels, and visited some 300 theaters during the past four weeks.

P.-T.A.

Guide for Establishing Effective Program

A good secondary school Parent-Teacher Association—

1. Combines the services of principal, teachers, and parents in its program.
2. Has definitely stated objectives clearly understood by school officials as well as parents.
3. Places the responsibility for leadership upon the parents.
4. Has the active cooperation of the principal and faculty.
5. Maintains a membership representative of the student body.
6. Arranges meetings to include a minimum of business and a maximum of educational features.
7. Differentiates its programs from those of the elementary school.
8. Avails itself of materials issued by state and national organizations.
9. Informs itself of the condition of the school.
10. Maintains student aid projects.
11. Provides for participation of parents and faculty upon its executive committee.
12. Studies the needs of the school and of the home and community.
13. Maintains a study group.
14. Reviews its accomplishments at the end of the year.
15. Sends its representative to district, state, and national meetings.
16. Sets high standards and tries to attain them.
17. Has by-laws that meetings may be conducted in an orderly way.
18. Furnishes its members with lists of books.

Pennsylvania Teachers Ready for Convention

Harrisburg To Be Host To Gathering December 28-30

State Superintendent Lester K. Ade Among Noted Speakers

A varied and vital program centering around the theme "Advancing the Interests of Education," has been planned by the Pennsylvania State Education Association for the Annual Convention to be held in Harrisburg December 28 to 30. The Association, comprising more than 60,000 teachers engaged in some fourteen departments of professional service ranging from kindergarten to graduate school, will participate in a program consisting of general sessions, delegates' conclaves, group conferences, and round-table discussions, in addition to certain traditional luncheons, dinners, receptions, and a dance. Registration will be conducted throughout the three-day convention at the Penn-Harris Hotel.

Dr. Lester K. Ade, Superintendent of Public Instruction, will address the Tuesday afternoon Session of the Convention on "A Legislative Program for Pennsylvania." He will speak also before the Graded School Sectional Meeting Tuesday morning on "The New Education."

Among the other noted speakers for the occasion are:

W. W. Atwood, President, Clark University, Worcester, Massachusetts

Alon Bement, Author and Lecturer, New York City

J. A. Blackburn, Professor of Education, Rutgers University, New Brunswick, N. J.

Herbert B. Bruner, Professor of Education, Teachers College, Columbia University, New York City

Thomas H. Briggs, Columbia University, New York City

Homer L. Chaillaux, Director, National Americanism Commission, American Legion, Indianapolis, Indiana

John R. Clark, Principal, High School Division, Lincoln School, Teachers College, New York City

George H. Earle, Governor of Pennsylvania

Richard R. Foster, Assistant Director, Research Division NEA

Grace Langdon, Supervisor of Emergency Nursery Schools, New York City

Joshua B. Lee, Congressman, Norman, Oklahoma

E. E. Lewis, Professor Education, Ohio State University, Columbia, Ohio

Charles T. Loram, Sterling Professor of Education, Yale University

Charles J. Margiotti, Attorney General, Pennsylvania

Anette M. Phelan, National Society for the Prevention of Blindness, New York City

Eva G. Pinkston, Executive Secretary, Department of Elementary School Principals, NEA, Washington, D. C.

C. J. Strahan, Assistant Commissioner of Education, Department of Public Instruction, Trenton, New Jersey

George D. Strayer, Professor of Educational Administration, Teachers College, Columbia University, New York City

PUPILS PROFIT BY ADEQUATE SALARY SCHEDULE

It is only within comparatively recent years that the salary schedule has become so important a factor in educational administration. Boards of education have welcomed it as a progressive business measure serving to check the haphazard requests for individual preferment and aiding them to arrive at definite costs for budgeting finances. Teachers have welcomed it as a guarantee for better and more definitely planned salaries . . . We must avoid making it on the one hand an unreasonable check on expenditures where teachers are concerned, and on the other hand a mechanical adjustment which makes the compensation of the teacher a mere automatic operation. We must make it a constructive outline of procedure by which the whole teaching body may receive satisfactory remuneration, so that because of its operation, the children of the schools may experience the benefits of an increasingly professional instruction.

Cincinnati Committee on Salaries.

THE GOOD TEACHER

The teacher should be liberally educated. The teacher should have an integrated personality. The teacher should possess definite self-knowledge. The teacher should be an expert in child development. The teacher should be a scholar in his major fields. The teacher should be a skilled instructor. The teacher should be informed in effective educational practice. The teacher should be cognizant of community setting of the public schools. The teacher should be acquainted with current problems.

—New York State Education

SCHOOL FOR TRAFFIC OFFICERS

Pennsylvania State College Pioneers In New Educational Enterprise

A school for Pennsylvania traffic officers, organized under the direction of the traffic safety division of the International Association of Chiefs of Police, is planned at the Pennsylvania State College next spring, it was announced here today.

In sponsoring the traffic school, the Pennsylvania State College joins in this activity along with Harvard University, where a similar course was held this fall, and Northwestern University, which pioneered in training traffic officers.

The local school will last for two weeks, the date being set tentatively for the period from Monday, April 26, to Friday, May 7.

P.S.E.A. SEEKS LEGISLATION

Announces 17 Point Program in Interest Of Better Education

The Pennsylvania State Education Association has framed the following seventeen proposals as its Legislative Program in the interest of improving the efficiency of public education in Pennsylvania:

1. Complete restoration of the educational program and such expansion as will meet the growth of the State since 1933.
2. Adequate appropriations by the General Assembly to meet the appropriation obligations to the various subsidy laws.
3. Appropriations sufficient to meet in full the State's actuarial obligations to the Public School Employees' Retirement System.
4. Adequate budgetary provisions to provide an annual traveling allotment of at least \$500 each for county superintendents and their assistants.
5. Appropriations sufficient to permit State Teachers Colleges to operate on an efficiency level by making possible the restoration of salaries and the safe and adequate maintenance of the plants.
6. Increments to teachers in fourth-class districts upon the basis of experience, efficiency, and additional professional education.
7. Legislation which would make teachers' salaries a prior claim upon subsidy appropriations paid by the State to the district.
8. Legislation which will prevent blanket dismissals and give security of position for competent teaching service.
9. Adequate educational provision through legislation for unemployed youth between the ages of sixteen and eighteen years.
10. Extension of local educational opportunity through adequate junior college legislation.
11. Increase in the number of competitive scholarships at higher institutions of learning.
12. Distribution of added appropriations on such bases as will:
 - a. Recognize the ability of the school districts
 - b. Promote the normal development of the school program
 - c. Recognize a proportionate share of the increments in the Edmunds salary schedule as an appropriation liability on the part of the State.
13. Reorganization of school districts in Pennsylvania to the end that greater efficiency and more effective educational opportunity shall prevail throughout the Commonwealth.
14. Election of the State Superintendent of Public Instruction by the State Council of Education.
15. More liberal aid from the State in the payment of high school tuition.
16. More liberal appropriations from the State toward the cost of transportation of pupils.
17. Opposition to constitutional amendments or other legislation that would limit the tax rates on real estate until other new sources of revenue for school support are provided.

EDUCATION CONGRESS CONSIDERS PROBLEMS OF TEACHING

(Concluded from page 1)

the children in the public schools. Every teacher who is "professionally minded" will have a different attitude toward the classroom problems than one who is not so minded. The teacher should know the values of professional organizations. It is reasonable to ask a teacher: "Do you belong to the group, or are you just a part of the group?"

CULTURE AND A PHILOSOPHY

Then the thought of the group turned to the question, "What is expected of a good teacher?" The discussion centered around three questions: What does the public expect of a good teacher? What does the administrator expect of a good teacher? What does the pupil expect of a good teacher? There seemed to be unanimous agreement that all teachers should have good backgrounds, cultural as well as professional. A complete integration of personality resting firmly on a background of culture is essential. This emphasizes the absolute necessity for better selection in institutions of higher learning of the young men and women who look forward to teaching as a profession.

The importance of every teacher developing a philosophy of life was emphasized. Every teacher should be an example of what the parents have a right to expect their children to become; every teacher should have a vital interest in the home, the church, and in community life. A special plea was made that such courses as are required for the education of teachers shall be measurable in terms of real life. The eighteen semester hours prescribed for a subject to be taught in a high school are not adequate. The requirements should be increased. Caution must be exercised in the extension of the requirement, however, to make sure that the worthwhileness of the additional courses justifies the extension. Scholarship should never be lost sight of in the education of the teacher. Language teaching should be made real, and it would not be unreasonable to insist that before a teacher is permanently certificated to teach a foreign language, that she be required to spend a portion of her time in the country where the language which she teaches is spoken.

CONTACTS WITH REALITIES OF LIFE

The statement that a single salary schedule by which competent teachers are equally rewarded for the contribution which they make, had the approval of the group. In this respect emphasis was placed on the need to cultivate in the minds of teachers the necessity of continuous growth. A teacher should come to her position with the belief that teachers who stop learning stop growing. This discussion at once raised the question as to whether emphasis should be placed on the teaching of subjects or the teaching of children. A plea was made for realism in the classroom. It was pointed out that the introduction of a guidance program in the education of teachers was essential. An effort must be made to bring reality into the relationship with children. The classroom must be thrown open to the worthwhile influences that are at work outside of the classroom and that contribute to the development of scholarship and character.

CONTINUOUS PROFESSIONAL IMPROVEMENT

A program for the continuous improvement of the teacher should be made available in both large and small school districts. While the structure of such a program may differ in a large school district, the essential characteristics remain the same irrespective of the size of the unit. In order to have a program of continuous improvement, teachers must realize that it is desirable and that it is possible to receive that which is asked. With this improvement should go recognition in some tangible form either in terms of tenure, promotion or salary, or all three. You cannot expect a continuous in-service program for the improvement of teachers to operate effectively unless teachers recognize the motives that make such a program desirable.

The judgment was expressed that State authorities must assist in stimulating, co-ordinating, and evaluating in-service teacher education and through adequate appropriations make these programs possible. Where such in-service teacher education programs are urged, ample provision must be made in institutions of higher learning to make available the opportunities through which this education may be secured. Teachers demand the facilities for better preparation; instructional staffs are limited in number and can carry only a specified load. It is the responsibility of institutions of higher learning to meet the challenge, and money must be made available to extend the opportunities.

While there seemed to be general agreement that emphasis should not be placed on the mere acquisition of credit, the need for re-defining the unit of accomplishment in terms other than semester hours, credits, and units seems desirable. Back of the credit, the unit, and the semester hour, rests the integrity of the institution which offers the courses. The needs of the teachers must be kept in mind as these needs relate themselves to the needs of the school which these teachers serve. An emphasis upon the wrong type of courses may weaken the teachers' position rather than strengthen the teachers' point of view. Therefore, stress was laid upon the need of a cooperative program in which the administrative officer, the teacher, and the college authorities all play a vital part. Each institution of higher learning must recognize its responsibility to the area in which it is located. It is not unreasonable to suggest that where the professional status of teachers is low, the institution of higher learning has failed to make its influence felt.

PENNSYLVANIA TEACHERS RANK HIGH IN PROFESSIONAL PREPARATION

In conclusion, it was pointed out that progress had been made by the teaching corps of Pennsylvania in the matter of extending the education of teachers in service. In 1926, 16.3 per cent of all the teachers employed in the public schools of the Commonwealth had acquired the more extended education represented by college preparation. In 1935-36, 38 per cent were recorded as having completed four years of post-secondary education. The official records indicate that this advance in improved education is equally observable in the administrative and supervisory groups.

FUTURE CRAFTSMEN OF AMERICA MEET

Initial Convention of New Organization for Boys

Objectives Stated

PAUL L. CRESSMAN
Director Bureau of Instruction

A new national organization for boys, The Future Craftsmen of America, held its initial convention in Detroit in November. This first annual meeting was of great importance, for there the organization discussed underlying principles of its future program, laid plans for carrying out practical projects, and took steps toward adopting a Constitution.

The new organization is similar in purpose and make-up to the Future Farmers of America. The future craftsmen, however, devote their time to development of industrial activities rather than agriculture. Like the Future Farmers, it operates through the public schools chiefly by the development of a school club program. The Future Craftsmen of America has both state and local chapters.

Among the principal objectives of the new Association are the promotion of craftsmanship, opportunity for leadership, interest in hobbies, the study of occupations, the understanding of trade, ethics and safety, the inculcation of habits of thrift, and the encouragement of fellowship among youth interested in industrial affairs.

A system of awards has been developed by the Future Craftsmen Organization. Qualifications for these comprise character, leadership, mechanical skill, technical knowledge, and the practice of safety.

This new junior guild challenges youth to exert their influence for constructive social purposes. It gives practice in civic participation by providing a program which comprises local, state and national opportunities. The work will inevitably tend toward the revival of the craft spirit among youth.

SAFETY IN THE AIR

The extent to which Pennsylvanians are becoming air-minded and the public schools are catching the newest notes in aviation is indicated by an attractive blue and white modernistic poster entitled "Pilots Must Practice Safety . . . do you?" which has been prepared by the Public Safety Department of the Keystone Automobile Club and made available for general distribution.

While commercial education is making rapid strides in practically every phase of flying enterprise the public schools of the Commonwealth are keeping pace by the development of courses in the theory and practice of aviation.

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CLOSE PUBLIC RELATIONS SOUGHT IN STATE EDUCATION PROGRAM

Superintendent Lester K. Ade Makes Friendly Professional Calls On Districts Throughout the Commonwealth

Discusses Vital Problems With Many Local Groups

The effectiveness and general progress of an educational program depend upon the cooperation of the citizens and the school officials. The degree and intelligence of this cooperation depend in turn upon the adequacy and authenticity of information in possession of all concerned. Moreover, the correlation of the efforts of those engaged in promoting the public education program of Pennsylvania can be best effected by the establishment of personal contacts through interviews, public meetings, and discussions.

FRIENDLY PROFESSIONAL VISITS

Fully realizing the importance of close relations and sympathetic understandings among those charged with educational leadership in the Commonwealth, Superintendent of Public Instruction, Lester K. Ade, since his inauguration into office, has systematically planned to contact personally all the County Superintendents in the State during his first year of office. By visiting these county administrators, the Superintendent became familiar with the problems of the school districts of the fourth class and made available to the County Superintendents the direct service of the Department in the solution of these problems. At the beginning of his second year of office Superintendent Ade began the systematic visitation of all Superintendents in charge of third class districts. These individual interviews together with his participation in meetings of institutes, school directors associations and other groups engaged in educational discussions, inevitably bring about a close relation between the Department of Public Instruction and the public schools throughout the State. Through mutual understanding developed by these visitations a close coordination of effort in the interest of better public education is effected.

THE ANNUAL EDUCATION CONGRESS

Several annual conventions are of special significance with respect to the public relations program. The Annual Education Congress held in Harrisburg serves the unique function of bringing together all educators from college presidents to public school teachers, as well as representatives from all interested lay groups of citizens, for the purpose of discussing and understanding current educational problems in the Commonwealth. The Superintendent of Public Instruction contributes largely to the deliberations of this annual Congress. The Congress of 1935, the proceedings of which have been published and made available throughout the Commonwealth, is typical of the comprehensiveness and practical nature of these meetings. At this Congress consideration was given to the problems involved in primary and elementary education, secondary education, adult and extension education, as well as to a common philosophy of education for Pennsylvania. The Congress of 1936 dealt with the comprehensive theme "Educational Planning" and gave thorough consideration to the Financial, Legislative, and Instructional phases of the question. Superintendent Ade presented to this Congress a clear exposition of "The Program of the Department of Public Instruction," in which he clearly and definitely outlined the practical philosophy, present program, and advancing frontiers of public education in the Commonwealth.

MEETING OF STATE DIRECTORS ASSOCIATION

Another annual meeting that makes a strong contribution to the public relations program is that of the State School Directors Association, and the State School Secretaries Association. Participating in this Convention are representatives from practically all of the 2,582 school districts in Pennsylvania including those of the first, second, third, and fourth classes. The Superintendent of Public Instruction participates in their discussions and invariably addresses them on some timely and important phase of public education in the State.

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ADDRESSES BEFORE EDUCATIONAL GROUPS

On these and other occasions, Superintendent Ade has delivered addresses on a great variety of vital subjects. Among them are the following:

- A Philosophy of Education in Modern Times.
- The New Education.
- A Broader Conception of Education.
- New Horizons in Education.
- Larger Administrative School Units.
- New Legislation Affecting the Public Schools.
- The Modern View of the Secondary School.
- Some Basic Requirements for the Modern School.
- The Essentials of a Good School System.
- American Ideals.
- Program of the Department of Public Instruction.
- The Teachers College Movement.
- The Positive Use of Dualisms in Education.
- Nursing—An Opportunity for Service.
- Current Trends in Teacher Education.
- Facing the Future.
- Public School Responsibility for the Education of All the People.
- The Fine Art of Living Together.
- Modern Facilities for the Secondary School.
- A Modern School Plant.
- The Evolution of the Common School.

The Superintendent has adopted the practice of calling together all the Staff Members of the Department each month with a view to bringing about a closer correlation of activities of the different offices. Such coordination obviously results in more efficient service to the public schools. Among the subjects discussed by the Staff at their monthly meetings are: The Coordination of Bureaus and Divisions in the Department, The Organization of the Department, The Program of the Department, School Legislation, The Teacher Education Program for Pennsylvania, and A Larger Unit of Administration. In addition to the professional stimulation gained at these meetings, there is an opportunity for sociability among the members. During the month of August, 1936, the Staff enjoyed a picnic in lieu of a regular meeting. This event was attended by more than 300 members and was characterized by an informal luncheon and a variety of pleasant entertainment.

MONTHLY PUBLIC EDUCATION BULLETIN

The monthly bulletin of the Department entitled "Public Education" constitutes another means of establishing adequate public relations between the Department and the State at large. This bulletin, of from 8 to 12 pages in size, circulates monthly to 11,000 school people and approximately 6,000 lay leaders, and presents in a convenient form the various services being rendered by the Department, as well as current problems in public education as they develop in the various public education institutions and districts.